A place for everyone?

A2-B1 · Teens and adults · 40-50 minutes

Compare two: Oak is **cheaper than** Bridge.
Choose within a group: Oak is **the cheapest of the three**.
More patterns: larger / the largest · more expensive / the most expensive · better / the best

OAK ROOM — £20 / hour

A little space to get together

Up to **8 people** · **20 m²**
5-minute walk from the station
Organiser's noise rating: **1/5**
Fully indoors. Tables stay in place.
Quiet conversation and quiet games only.

BRIDGE STUDIO — £35 / hour

Room to move, talk and create

Up to **16 people** · **40 m²**
10-minute walk from the station
Organiser's noise rating: **3/5**
Fully indoors. Movable tables.
Conversation and table games welcome.

PARK PAVILION — £50 / hour

A bigger gathering in the park

Up to **24 people** · **60 m²**
15-minute walk from the station
Organiser's noise rating: **2/5**
Open sides. Wind and rain can enter.
Fixed picnic tables.

First impressions: Pick a place for a quiet chat, a workshop or a bigger gathering. Why?

Fictional adverts. All are available; no extra charges. Lower noise rating = quieter, not a measured sound level.

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What matters to your group?

A2-B1 · Teens and adults · 40-50 minutes

From: Lena, Saturday group organiser
Subject: A room for our get-together

Hi! We're **eight people** meeting for **two hours**. We can spend **£80 in total**. We need to be **fully indoors**, and nobody wants to walk more than **ten minutes from the station**. We'll chat and play a quiet paper-and-pencil game. Which place would you book?

1. Check the essentials

Look at the adverts. Work out the two-hour price for each place. Which places meet Lena's needs? Point to a fact that rules out any unsuitable place.

Partner A
You prefer spending less, a shorter walk and a quieter room. Explain which matters most to you.

Partner B
You prefer more space and movable tables so people can change partners. Explain why.

2. Talk, ask and agree

Take turns recommending a place and asking a question. Agree on one venue. Accept one drawback and explain why your choice still works.

Try: Oak is cheaper than Bridge, but... / Which matters more: ... or ...?
The drawback is... / I can agree to... if... / It's the best option for us because...

3. Reply to Lena

Give a short spoken reply, or write a message. Include the venue, total price, one useful comparison and one drawback you accept. Both preferences are reasonable.

One more question: What would you check with the venue before paying?

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Try something different

A2-B1 · Teens and adults · 40-50 minutes

CLAY CLUB — £12 / person

Make your first pottery bowl

60 minutes · up to **8 learners**
Beginners welcome. Materials included.

MAKE SOME NOISE — £8 / person

A friendly music taster

45 minutes · up to **12 learners**
No experience needed. Instruments provided.

SCENE CHANGE — £10 / person

Play, improvise and tell a story

90 minutes · up to **10 learners**
A beginner drama workshop. No costumes needed.

4. The social post has three mistakes. Fix them.

Music is more expensive than pottery. Drama is the shortest class. Pottery has the largest maximum group.

Use the adverts to correct the post. Then tell your partner which class you would try, which you would avoid and why. Your choices can be different.

Fictional classes. Prices are per person for one complete session; all are available.

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What is best for you?

A2-B1 · Teens and adults · 40-50 minutes

Choose a few questions, give examples and ask follow-ups. You may invent an answer or pass. Use a comparison when it helps explain your view.

1. Where is it easier to concentrate: at home or somewhere else?
What makes the difference?

2. What is the most useful thing you own?
Why is it so useful?

3. When is paying more worth it?
Give an example.

4. Do you prefer learning in a smaller or a larger group?
Does the activity matter?

5. What is the best place near you for a quiet conversation?
What could make it better?

6. Which is more important for a day out: cost or convenience?
When would you choose differently?

7. What is easier to organise: a meal or a day trip?
What is the hardest part?

8. What is the most interesting class you have tried?
Who would you recommend it to?

9. Which journey is more comfortable: by train or by car?
What could change your answer?

10. Have you bought a cheaper option that worked well?
What made it a good choice?

11. What makes an advert more convincing?
What would you check before buying?

12. Can the cheapest option be the worst choice?
Describe a real or invented example.

Make it yours: Invent one class advert. Give a name, price, duration and one special feature. Ask a partner to compare it with one of the page 3 adverts.

Optional homework: complete the useful phrase

1. Music is _____ pottery. (cheap)
2. Drama is _____ class of the three. (long)
3. Pottery has _____ maximum group of the three. (small)
4. Bridge is _____ Oak. (expensive)

Include than or the where needed. Answers are in the teacher PDF.

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Start with the adverts

A2-B1 · Teens and adults · 40-50 minutes

Share: Learner pages **1-4**. Keep teacher pages **5-6**.
Aim: Compare facts, distinguish essentials from preferences and justify a choice.
Prepare: No extra cards or audio. Prices, capacities and conditions are fictional. Venue prices are **per hour**; activity prices are **per person for one whole session**. Make that distinction clear.

A flexible 40-50 minute route

0-6	**Browse and notice.** Use the venue pictures and first impressions. Read the brief grammar reminder. Elicit one true comparison; avoid a long rule explanation.
6-17	**One booking conversation.** Read Lena's email. Check the essentials and two-hour costs. Give A/B preferences; take turns and agree one booking with a drawback.
17-23	**Reply and feedback.** Give a concise reply to Lena. Check a useful comparison against both grammar and facts. Correct selectively; no compulsory second booking round.
23-33	**New adverts, new context.** Move to pottery/music/drama. Correct the mistaken social post, then compare personal choices. Discuss confidence, experience or enjoyment as opinions.
33-50	**Personal conversation.** Choose a few questions on page 4. If useful, invent an extra class advert. Set the four homework gaps or use them as a quick exit check.

Support, stretch and different settings

Support: Keep the adverts visible. Model cheaper than and the cheapest of the three. Pre-teach movable tables, quiet voices and maximum. Allow a three-sentence reply.
Stretch: Add less expensive or not as quiet as when useful. Let learners challenge one claim in an invented advert. Do not make extra forms compulsory.
Online / one-to-one: Share one advert page at a time. Take the opposite preference in the booking task. Both preferences can stay visible; there is no secret information.
Short route, 25 minutes: Venue adverts/grammar 5; booking talk and reply 10; activity-post correction 5; two personal questions and feedback 5.
First impressions: Pictures suggest atmosphere; printed facts govern price, capacity and conditions. The noise rating is an organiser's fictional scale, not a measured sound level.

What to listen for: A comparison that fits the advert; a clear comparison group for a superlative; a reason that matters to the speaker. A well-formed sentence can still be factually wrong.

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Check the fact and the phrase

A2-B1 · Teens and adults · 40-50 minutes

Pages 1-2: venue facts and the booking

Two-hour prices: Oak **£40**; Bridge **£70**; Park **£100**.
Suitable for Lena: Oak and Bridge both fit eight people, the £80 total budget, the ten-minute walk limit and indoor quiet activities. Park is over budget, a fifteen-minute walk and open-sided. It fails three essentials.
Useful comparisons: Oak is cheaper and quieter than Bridge; its walk is shorter. Bridge has a larger floor area and more capacity than Oak. Park is the largest and most expensive of the three. Do not infer floor area from capacity.
Best for this group: Either Oak or Bridge can win. Partner A's priorities favour Oak; Partner B's favour Bridge. Preferences may be negotiated; do not turn movable tables into an essential requirement.

Possible reply: We suggest Bridge. It costs £70 for two hours. It is larger than Oak, and we can move the tables. It is the best option for us because we want to change partners easily. We accept that it costs £30 more than Oak.
An Oak reply should acknowledge less space and tables that stay in place.

Page 3: fix the social post

1. Music is **cheaper than pottery** (£8 vs £12). Equally: pottery is more expensive than music.
2. Drama is **the longest class** (90 minutes; pottery 60, music 45).
3. Pottery has **the smallest maximum group** (8; drama 10, music 12). Equally: music has the largest maximum group.
Personal choices: Accept any choice supported by the facts or a clearly stated personal preference. Enjoyment, difficulty and confidence are not objectively established by the photographs.

Page 4: homework and open answers

Homework: 1 **cheaper than**; 2 **the longest**; 3 **the smallest**; 4 **more expensive than**.
Invented advert: Check a name, session price, duration and feature. A comparison should refer to the same unit and a clear option. No single best advert is prescribed.
Question bank: Use a few questions deeply rather than collecting twelve short answers. Ask why or when a preference might change.

A brief grammar check when needed

Use **cheaper than** to compare two options and **the cheapest of the three** to choose within a group. Models: large/larger/the largest; quiet/quieter/the quietest; expensive/more expensive/the most expensive; good/better/the best. Do not double-mark: **larger**, not more larger. Some two-syllable forms vary; check unfamiliar examples.

This edition replaces the old repeated tables, fourteen-person worked brief and teacher-held changed briefs. The booking task is one genuine choice, followed by a new advert context. Original fictional lesson and generated illustrative photographs. Editorially checked; classroom trial pending.

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